



The Application of Communicative Language Teaching Method in Vocabulary Teaching

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Article History:

Received: October 17, 2019
Revised: November 30, 2019
Accepted: December 01, 2019
Published: December 12, 2019

Keywords:

Communicative Language Teaching,
Vocabulary, Young Learners.

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Abstract: Since young learners have special characteristics in learning foreign language, teachers have to create an interesting method in teaching English especially vocabulary. One of the methods usually used in teaching vocabulary is Communicative Language Teaching (CLT). The objective of the research is to know how to teach vocabulary using pictures and games in CLT method, to investigate the advantages of teaching English vocabulary through pictures and games in CLT method, as well as to investigate the problems occurred in teaching and learning process. The method used in this study is action research with 30 participants. The researcher collected the data by having an observation, conversation, and interview. In delivering materials there are three necessary elements, those are engage, study, and activate stage. The result shows that all the students gave positive responses to the use of pictures and games in vocabulary learning. They felt that pictures and games in CLT method could help them understand the word meaning more easily and motivate them to learn vocabulary since the classroom activities were more interesting. Besides, this method also helped the students to pronounce each word correctly. However, there are some problems, such as the students usually feel bored when they only have one discussion for a long time. When the students have never heard of the word before, the teacher must explain it to them first. Besides, the class could be crowded and noisy.

INTRODUCTION

As English becomes global language, there are many ways to learn English. Good selection in choosing the way to teach is needed to get good results. English can be learned since childhood. Usually, the young learners study English as a foreign language in a foundation class.

Young learners consider that English is a complicated language since they must learn new words which they do not know before. In learning a foreign language, vocabulary plays an important role in communication both spoken and written. Hornby in (Yuliawati, 2018) defined

vocabulary as a list of words with their meanings that plays an important role in understanding the language holistically. Further, (Yuliawati, 2018) stated that vocabulary mastery can be defined as someone's proficiency in using words and their meanings appropriately in language.

Teaching English vocabulary by using Communicative Language Teaching (CLT) is one of the alternative ways to teach vocabulary. CLT activities must engage students to interact and use the language form they learnt for meaningful communicative purpose (Firiady, 2018). It focuses on communicative language that uses 'authentic communication' from the

beginning class, and it means that conversation might be important part of CLT (Horwitz, 2008). CLT underlines that students need to perform a language more often, generates an unrehearsed performance of language without teachers interference in correcting the grammatical error (Lumy, 2018).

(Richards & Rodgers, 2014) stated that the use of games, role plays, and simulations are necessary to support classes in which the CLT method is used.

Richards in (Yasin, Aziz, & Jannah, 2017) suggested some activities that can be applied in a CLT classroom: 1) information gap activities, 2) jigsaw activities, 3) picture series, 4) storytelling, 5) information transfer activities, 6) debates and group discussions, 7) role plays or mini dramas.

Teaching English to young learners is different from teaching English to adults. The young learners have their own characteristics which cover their way of thinking, their attitude, and their aptitude. They need activities that are more concrete rather than abstract. Therefore, teacher can use media in delivering materials so that the students can understand easily (Juhana, 2014). In addition, teacher should give many experiences for young learners in learning language because as it is said by (Cameron, 2001) that young learners actively construct meaning from their experiences. Moreover, teacher also needs to create interesting, fun, and enjoyable lesson for young learners because they have a quite short attention span and are easy to get bored (Slattery & Willis, 2014).

Briefly, Suhartatik in (Rusiana & Nuraeningsih, 2016) mentioned that the characteristics of young learners are: 1) moody, 2) have short attention span, 3) highly motivated on things they like, 4) big curiosity, 5) like talking and concrete things, and 6) like physical activities.

According to the young learners' characteristics, teacher needs interesting techniques to teach them especially in foundation class. Teacher can use media such as pictures and games to make students happy and enjoy when they study. Games may add variation to a lesson and increase learners' motivation in using the target language since the learners need a relaxed but focused state for learning. Whereas, pictures will help the students' memory toward the words that they memorize and it will make the teaching and learning process more interesting and enjoyable. By looking at pictures, the students may be able to memorize the words more easily.

Some studies about CLT have been done by some researchers such as (Kapurani, 2016) whose research result shows that using CLT in teaching affects the motivation of students to learn English by creating security based on cooperation and interaction with the teacher or other students. CLT also affects accuracy and fluency of language and provide students with vocabulary, language structure, and functions as well as strategies to successfully interact and communicate. The study conducted by (Lumy, 2018) also shows that the experimental group who were taught according to CLT principles achieved higher score than the control group.

For those reasons, the writers want to apply CLT method in Foundation Class that consists of young learners by using pictures and games to teach vocabulary and investigate the advantages of teaching English vocabulary through pictures and games by using CLT method, as well as investigate the problems occurred in teaching and learning process.

METHOD

The method used in this study is action research. The purpose of the action research is to support teachers in coping with the challenges and problems of practice and carrying through innovations

in a reflective way (Altrichter, Posch, & Somekh, 2005).

The participants in this research were 30 students of foundation class of Gama '88 Harapan Baru Bekasi. Fifteen Students were taken from class A as well as fifteen students were taken from class B. The characteristic of the foundation class is consisting of 11 up to 12-year-old students that learn English as a foreign language.

The researcher collected the data by having an observation, conversation, and interview. The data are collected by having a conversation and interview with students before and after practicing the CLT method with pictures and games in the class as well as the writers conducted the observation at the same time.

The data analysis process is described as follow:

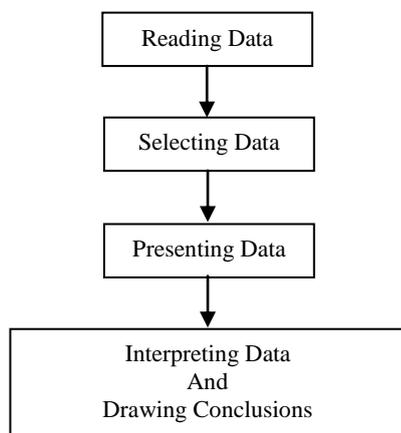


Figure 1. Data Analysis Process

RESULT AND DISCUSSION

A. Students Perception about Learning Vocabulary by Using Traditional Method (Before Practicing CLT)

Formerly, teacher applied traditional method in teaching vocabulary by using word lists and dictionary use. Teacher generally tells learners to memorize the words with the definitions but they don't provide any training on how to do this. Besides, students are asked to consult dictionary to pick up the meaning of the words.

In the first step of this research, the writer interviewed 30 students about their

perception of learning vocabulary using the traditional method above. The results of the interviewed are summarized in the chart below.

Students' Perception of Traditional Method

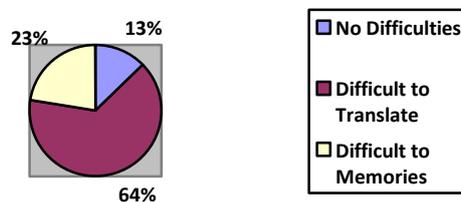


Figure 2. Students' Perception of Traditional Method

When the writer asked about students' perception of traditional method in learning vocabulary, there are only 4 students or as much as 13% of the students who said that they have no difficulties in it. However, there are 20 students or as much as 64% of the swstudents who said that they felt difficulties in knowing the word meaning. They had to look at each word meaning using dictionary and it took time. They also felt bored when they had to open dictionary whenever they want to comprehend a text. Whereas, there are 7 students or as much as 23% of the students who said that they felt difficulties in memorizing the word meaning from word lists given by the teacher.

From the above result, it can be conclude that students mostly felt that learning vocabulary by using word lists and dictionaries were quite difficult and it could make them feel bored in teaching and learning process.

It is in line with the previous study which stated that there are lots of words in the language and it takes a long time to teach through direct teaching. Moreover, decontextualized teaching makes vocabulary learning difficult since words taught in isolation are generally not

remembered by the learners (Nation, 2009).

B. Teaching English Vocabulary by Using CLT

Pre-teaching is an activity done by the teacher before she starts the lesson. Pre-teaching can also be the very beginning of the lesson. Before teaching process begins, the writers prepare the lesson plan based on the material or session on that day. In this section the writer prepares the material about animal and fruit. The lesson plan that was used in this classroom action research is as follow:

In delivering the lesson, the teacher used such classroom management, like arranging the seating to help, standing up when directing, looking at the students, not being afraid of noise, being explicit in demonstrating, as well as planning of division of time in teaching.

In teaching English vocabulary by using Communicative Language Teaching for foundation class, the teacher facilitates communication in the classroom. In this role, one of her major responsibilities is to establish situation likely to promote communication. During the activities she acts as an advisor, answering students' question and monitoring their performance. Students are, above all, communicators. They are actively engaged in negotiating meaning in trying to make themselves understood and in understanding others even when knowledge of English as the target language is incomplete.

Teaching process is a series of action which is carried out in order to achieve the understanding of target language. In this case, the teacher teaches English vocabulary of animals and fruits. In this stage teaching process begins when the teacher gets into the classroom.

Warming-up activity is very essential in the beginning of every teaching

process. This step to make the students to be ready in studying. Warming-up is done to lead the students to leading-in. In this step, the teacher greets the students.

1. *Engage*: In the first step, the teacher is working with complete beginners. The teacher starts by walking into the class, greeting the students in a lively and cheerful way. It is the time to start the class activities. The teacher leads-in activity in the class and asks to the students about question that related to the topic.

T : "Ok, students. Have you been to the Zoo?"

Do you have a pet? Do you want to protect the animals? Can you mention the name of animals that you know?"

S1: "Yes miss,"

S2: "Tiger miss,"

T : "Ok, you are excellent students, now we will study the name of animal in English". "Please, pay attention students."

2. *Study*: In this step, the teacher shows and introduces new information to the students. The teacher has students repeat the word and show other objects which they learn the name of too. In this case, the teacher uses media such as picture to deliver the material. Media gives the important point to help the students especially for foundation class to memorize and to absorb the lesson easily. The picture and game can be used to explain, to ask question or to describe something.

T : "We are going to study about animal, there are two kinds of animals such as domestic animals and wild animals. Then, we know that which one animal that can fly, swim and walk. And you can mention many animals that you know."

" Now, I have some pictures of animals"



(1) (2) (3)

Figure III. 1 Pictures of Wild Animals

“This is a tiger”

“This is a lion”

“This is a wolf”

“Say together class”

“Now, I will ask you”? What is this? (show picture number 1)

S1 : “ This is a tiger”

S1 : “What is this? (show picture number 2)

S2 : “ This is a lion”. “What is this ?” (show picture number 3)

S3 : “This is a wolf”

T : “Very good, students. Ok I will tell you that all of these animals are wild animals. They usually live in the jungle and zoo. Wild animals are dangerous animals. They cannot be a pet”

T : “Now, I will ask you. “Can a tiger swim?” If you say yes, you can say, yes tiger can swim. But if you say no, you can say no tiger cannot swim”

“Can a lion swim?”

Ss : “No, lion cannot swim”

T : “Good, now you can ask to your friends”

S1 : “ Can a lion walk?”

S2 : “Yes, lion can walk”. “Can a tiger walk?”

S3 : “Yes, tiger can walk”.

T : “Very good. Well, after wild animals. I will explain about domestic animals.”

“Do you know what domestic animals are?”

T :“Domestic animals aren’t dangerous animals. They can be pet animals”.

“Can you mention these animals?”



Figure III. 2 Pictures of Domestic Animals

T :“I will say these animals in English and please repeat the sentences.

“This is a buffalo”

“This is a cow”

“This is a rabbit”

3. *Activate* : In this step, students work in group and they make a presentation to the class. As soon as the teacher thinks they are ready, the teacher gets them to role-play or do the game. The activity can be done as whole group, small group, in pairs, and/or by individuals. The students are provided opportunities to practice the new knowledge that has been presented. Practice activities should provide for more than one learning modality. During the practice, the teacher monitors students and provides feedback.

T : “If you do not have any question.

We will play the game .” Two group, this is group A and that is group B. “group A has to choose the picture and group B will guess it. Write every wrong letter under the line. Then the group that can guess the word correctly will get the score. Is it clear?

A: “n How many letters are there?”

B: “There are 9 letters” (group B draws 9 lines on the whiteboard)

A: “Can it Fly?”

B: “Yes”

A:“Is there T?”

B:“Yes, it is number 3 and 4”

A:“Is there B?”

B:“Yes, it is the key letter in the first letter”

A:“Is it butterfly?”

B:“Yes”

T :“Correct, group A gets score, it is time for group B.

B:“How many letters are there?”

A: "There are 7 letters" (group A draws 7 lines on the whiteboard)

B: "Can it fly?"

A: "No, it cannot fly"

B: "Can it walk?"

A: "Yes"

B: "Is there A?"

A: "No"

B: "Is there B?"

A: "Yes. It is the first letter"

B: "Is there F?"

A: "Yes, it is number 3 and 4"

B: "Buffalo"

In the previous meeting, the teacher taught about animals. In the second meeting the teacher would explain about fruit. The teacher asks the students what are their favorite fruits.

1. *Engaged*

T : "Do like fruit? What is your favorite fruit?"

2. *Study*

T : "Well students, now we are going to study about fruit. I will show some pictures and you will enjoy to study it. Please pay attention to this lesson."

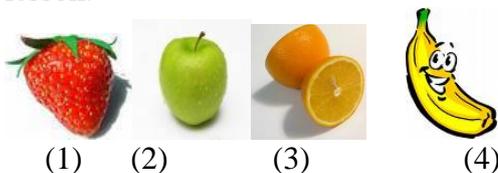


Figure III. 3 Pictures of Fruit

"Please repeat these sentences"

T : "This is a strawberry" (show picture number 1)

"This is an apple" (show picture number 2)

"This is an orange"(show picture number 3)

"This is a banana" (show picture number 4)

T : "Ok, I will ask you. What is your favorite fruit? And you can

answer, My favorite fruit is"

What is your favorite fruit?

S1 : "My favorite fruit is orange"

T : "Very good, now ask to your friends?"

S1 : "What is your favorite fruit?"

S2 : "My favorite fruit is apple", "what is your favorite fruit?"

T : "Nice students, well, I will ask you do you like for example banana. Do you like banana? If yes, you can answer, Yes I do. But, if you don't like banana you can say, No, I don't. Is it clear?"

T : "Good, Let us practice" "Do you like pineapples?"

S1 : "Yes, I do"

S1 : "Do you like orange?"

S2 : "Yes, I do". "Do you like grape?"

S3 : "No, I don't. "Do you like apple?"

3. *Activate*

T : "Next, we are going to play game. This game will be played by 3 groups.. Are you ready?"

Ss : "Yes Miss"

T : "There are 6 letters. This fruit has yellow. Monkey likes this fruit."

A : "Banana Miss"

T : "Now, group B. There are 6 letters. The shape is round. This fruit is rich of vitamin C. The name of this fruit is the same as the color of this fruit."

B : "Orange"

T : "Now, it is time for group C. There are 6 letters. Small. Round. It has 2 color. There are red and green."

C : "Grapes"

C. The Advantages of Teaching English Vocabulary through Pictures and Games in CLT Method (After Practicing CLT)

The use of media such as pictures and games made students more interested in learning English vocabulary. They could absorb the lesson easier and they were not easy to get bored. It can be seen through the results of the interviewed by the writer and the students. The writer asked about students' perception after the teacher applied CLT method by using pictures and games in the classroom teaching. All the students gave positive responses as shown in the following chart.

Students' Perception of CLT Method

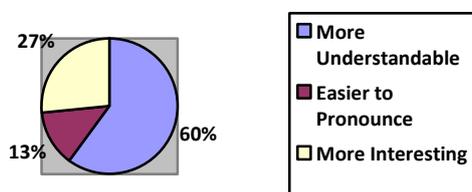


Figure 3. Students' Perception of CLT Method

There are 18 students or as much as 60% of the students who said that learning vocabulary by using CLT method made them understand the words meaning more easily than learning vocabulary through word lists and dictionaries. There are 4 students or as much as 13% of the students who said that using CLT method could make them know how to pronounce each word correctly, so they can practice to speak English more easily without hesitation. Furthermore, there are 8 students or as much as 27% of the students said that using pictures and games in CLT method is more interesting than the traditional method. They can learn vocabulary in more attractive and enjoyable way.

According to the interview results, it can be concluded that there are two

advantages of using media in teaching and learning process. First, media can help the students to absorb the material easily. The advantages of using picture are students have higher motivation to study vocabulary; the students do not get bored because the teacher combines the material with colorful picture. Pictures are inexpensive and already available; picture provides common experience for entire groups; the visual details make them possible to study subject which would otherwise be impossible. Picture can help to prevent mistake and correct misconception; they offer a stimulus to further study. Pictures help to focus attention and easily manipulated.

Second, the advantages of using games are students can add fun and variety; the students are especially refreshing after demanding conversational activities; as well as a game can stimulating and entertaining. Games also encourage students to interact and communicate. They create a meaningful context for language use.

There are also some advantages of using the communicative language teaching approach. First, it allows learners to use the target language in meaningful contexts. Even at the beginner level learners want to learn English to communicate with people in their community. Students also can practice their pronunciation through the classroom activities.

The second advantage is that this approach can be adapted to any level ranging from Pre-Beginner to Advanced and is suitable for classes comprising students with different linguistic backgrounds and levels of communicative competence, thus allowing learners to interact with each other based on their English proficiency level.

Third, CLT enables the teacher to step back and take on the role of 'facilitator'. The teacher could observe individual learning through various tasks

and determine as well as respond to student's needs.

Fourth, this approach emphasizes on meaning and communication and its goal to develop communicative competence and it can help learners to express their idea and thought. CLT places great emphasis on helping learners use English as the target language in a variety of contexts. It can encourage learners to develop and improve their vocabulary also their confidence in real life communication. CLT method is able to create fun learning activities and relaxed atmosphere so that students can learn and absorb the lesson well.

D. The Problems Occur in Teaching and Learning Process

Teaching English vocabulary for children especially for foundation class is not easy. It needs the ability to manage, control, and handle the class. A creative thinking to give the new experiences for the students is required as well.

Most learners made mistake at various stages of their language learning. It was part of the natural process they were going through and occurred for a number of reason. One of them, interference from the students' own language. However, it was not the only reason for making mistake because students made mistakes as a natural and useful way of learning.

Besides, the learners usually felt bored when they just learned one discussion for long time. To solve this problem, she invited the students to participate in learning process. There was no learner that just sits and listens to.

The learners had to be active, so most of them tend to come in the front of the class to encourage their friends. In this case, the teacher combined the media when delivering the material. Media, such as picture, game, song, and storytelling could help the student to absorb the material.

The problems also occurred when the students have never heard of the word before. So, the teacher had to firstly explain it to them. This could be solved actually; one way to make them memorize the word was by doing the drilling longer. But the teacher did not do it because a longer drilling would make the students bored.

Free play was also a crowded activity. Most students tend to come in front of the class to encourage their friends to win. When some of them lost in the game, their friends sometimes made fun of them which can make them cry. This also made the game postponed for a while because if there was someone crying, students would focus on her or him and forget that they are in the middle of the game. To overcome this problem, the teacher tried to manage and handle the class as well as tried to flatter one of the students who behave well. This would persuade other students to be calm.

In the learning process, remembering and identifying pictures were the biggest problem. Sometimes, there were some pictures that are difficult to remember and identify. If there were some words that are difficult to sound and remember, the teacher did not make any longer drilling because it could make the students bored. She just continued the lesson as planned before.

CONCLUSION

Formerly, students learned vocabulary through traditional method using word lists and dictionaries. However, they mostly felt that learning vocabulary by using word lists and dictionaries were quite difficult and it could make them feel bored in teaching and learning process.

Therefore, the writer applied CLT method using pictures and games to teach vocabulary that consists of three elements, namely engage, study, and activate stage.

The use of media such as pictures and games has some advantages. First, media

can help the students to absorb the material easily. Second, the advantages of using games are students can add fun and variety since games can stimulate and entertain the students. Games also encourage students to interact and communicate. They create a meaningful context for language use.

Besides, teaching English vocabulary through CLT method has some advantages as well. The students can improve their vocabulary and pronunciation to speak in English as target language. CLT method allows the students to use English in meaningful contexts. It can be adapted to any level and is suitable for classes comprising students with different linguistic backgrounds and varying levels of communicative competence. It is also able to create fun learning activities and relaxed atmosphere.

However, there are many problems occur in teaching learning process, such as the students usually feel bored when they only have one discussion for a long time. The problem also occurs when the students have never heard of the word before. So, the teacher must explain it to them first. Besides, free play is also crowded activity. Most students tend to come in front of the class to encourage their friends to win, so the class could be noisy.

Consequently, the writer suggest that another researcher conduct further research to investigate the way to overcome problems in applying CLT method in classroom environment.

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